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AUTHOR Burke, William J.; Milstein, Mike M.
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ABSTRACT

This research addressed the contemporary problem of declining support for school funding requests. The study examined current factors and factors over time (1969-77) that underlie school tax balloting. Data were collected from four previously studied districts and statistically analyzed. Voters' attitudes toward school community relations, educational program means, and fiscal credibility along with individuals' parental status, age, income, and education were shown to relate to school tax voting over time. Fiscal credibility was the salient predictor. The paper concludes that school officials who identify and selectively recruit supportive voters, who manage community confidence, and who reflect fiscal credibility will optimize referendum success. Future longitudinal research is relevant and feasible. (Author)

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COMMUNITY SUPPORT OF THEIR SCHOOLS IN WESTERN NEW YORK STATE 1969 and 1977

by

William J. Burke, (School Psychologist, Lancaster, NY School District)

and

Mike M. Milstein, (Professor, SUNY at Buffalo)

A Paper Prepared for Presentation at the 1979 Annual Meeting of the American Educational Research Association, San Francisco, April 1979

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COMMUNITY SUPPORT OF THEIR SCHOOLS IN WESTERN NEW YORK STATE 1969 and 1977

by

William J. Burke and Mike M. Milstein

The purpose of this paper is to analyze the extent of influence over time (1969 to 1977) of peoples' attitudes toward their school and toward selected societal issues which seem to be critical in terms of fiscal support or opposition of their schools. Specifically, in the districts studied, which factors significantly affected voters' decisions in school tax balloting?

The practical concern in understanding community attitudes toward the schools, as reflected in financial support, is a crucial issue in the educational arena. The Gallup Polls of Attitudes Toward Education, 1969-1973 (Elam, 1973) present the premise that:

> The best measure of the attitudes of the general public toward the public school system in America is its readiness to support the schools financially--to vote for an increase in taxes if the schools need more money. (p. 18).

School fiscal elections provide a direct means for voting populations to approve or reject the financial requests of their schools. A trend toward increasing rejection of financial requests on a national level is documented by Piele and Hall (1973):

> In school districts through the nation, voter approval of school financial issues (school bond, budget, and tax issues) has declined steadily since the middle 1960's. (p. 1).

The increasing disposition of voters to defeat bond referendums is documented clearly as a national and local phenomenon (Barr and King, 1977). Concurrent with this trend is evidence that, within specified geographical regions, increases in bond referendum defeats are closely paralleled by school budget defeats.[1] Data from the New York State Education Department (NYS Ed News, 1976) show a record high number of local school district budget defeats. Specifically within the state, for 1976, 661 districts presented budget referendums, with 192 being

defeated. The following table demonstrates the trend of increasing budget defeats for 1956-1976 within New York State (Table 1, letter to the authors from New York State Education Department, November 3, 1976, first budget vote rejection data).

TABLE 1

NEW YORK STATE REJECTION RECORDS FOR SCHOOL BUDGET REFERENDUMS, 1956-1976

Number of School Districts Experiencing Budget Rejections, 1956-1976

Year	Total	Year	Total
1956	3	1967	69
1957	17	1968	76
1958	15	1969	137
1959	34	1970	81
1960	8	1971	133
1961	20	1972	103
1962	28	1973	125
1963	39	1974	99
1964	27	1975	156
1965	16	1976	192
1966	32		

Table 1 documents a dramatic increase in New York State school budget referendum defeats. The trend is even more substantial when one considers the decline in the total number of New York school districts conducting budget elections. Specifically, Goettel (1971) points out that due to the consolidation and annexation of New York State school districts the number of districts in which budget elections occurred was reduced from 925 in 1965 and 690 in 1969 to 661 in 1976.

What is behind this trend and what can be done toward understanding and managing future requests for financial support? The trend presents perplexing questions and an immediate need for increased understanding

on the part of the educational administrators and school board officials who must continue to direct the educational and fiscal policies of our public schools.

ORGANIZATION OF THE PAPER

The introduction presented the study's purpose and substantiated the contemporary relevance of the problem. The following sections discusses the conceptualization, specifies the methods and procedures, provides a summary of the findings, and discusses their implications for current practices of educational administration.

CONCEPTUAL FRAMEWORK

The objective of this investigation was to examine voters' attitudes toward education and selected social/demographic characteristics of voters as they relate to voting preference and to examine whether these attitudes and social/demographic characteristics have changed over time, 1969-1977.

The literature in this field of inquiry points out the relevancy of a broad explanatory range of related theory and research. The conceptual framework from which the study evolved (figure 1) is based upon a series of propositions which have found varying yet substantial degrees of support in the literature. In addition, the literature (Hamilton and Cohen, 1973 and Piele and Hall, 1973) makes clear that the usefulness of developing propositions are limited because little has been done to utilize the benefits of replication to retest existing findings, to relate these findings to previous research, to provide longitudinal analysis and thereby contribute to theory building. Based on these considerations, the conceptual scheme incorporated a partial replication

of an earlier school tax voting study (Milstein and Jennings, 1970). Consistent with researchers from the University of Michigan's Survey Research Center (Campbell, et al., 1960), and Boskoff and Ziegler (1964), Piele and Hall (1973), Hamilton and Cohen (1974), the focus of this conceptual scheme reasoned that attitudinal factors are potentially predictive of voting preference and that there is a need to find out more about the relationship between citizen attitudes and their willingness to support or not support school financial requests. For this study, the framework of Milstein and Jennings (1973), which was developed for the purpose of analyzing citizen support for their schools, was adapted. The focus of the conceptual model of this study related to the theoretical consideration and application of attitudinal categories and factors for analysis of citizen support of their schools. The model's four attitudinal factor categories are school community relations, educational, fiscal, and contextual influences. These categories were utilized as a framework to reassess the major propositions which have emerged from the empirical research concerned with attitudinal determinants of voter support and opposition of school fiscal proposals.

As a concomitant purpose the conceptual framework of this study included the selected social/demographic variables: parental status, income, age, and education for analysis of their relationship to voters' financial support of their schools. The specific social/demographic factors studied were selected because they were relevant and feasible to retest within the study's replication format. Also they have received the most empirical support to date as to the identification of categories of individuals most likely to favor or oppose school fiscal issues

under normal election circumstances (Piele and Hall, 1973, Hamilton and Cohen, 1974).

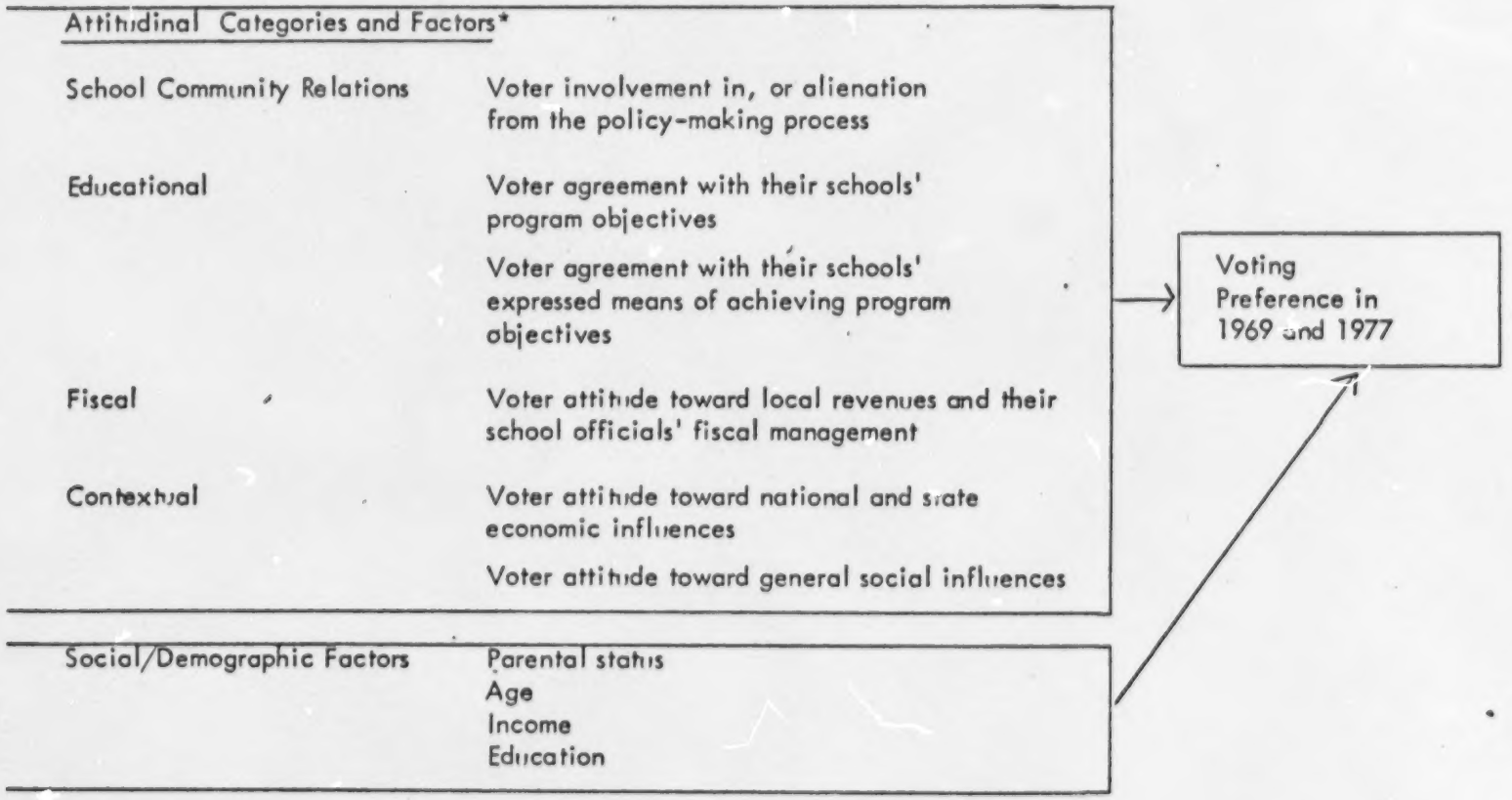
Figure 1 is a visualization of the conceptual framework upon which the study was based and from which the research questions were drawn.

FIGURE 1

CONCEPTUAL MODEL OF VOTING PREFERENCE

CONSOLIDATING THE MODEL OF ATTITUDINAL CATEGORIES AND SELECTED SOCIAL/DEMOGRAPHIC FACTORS FOR ANALYSIS OF CITIZEN"S FINANCIAL SUPPORT OF THEIR SCHOOLS

Attitudinal and Social/Demographic Voting Determinants:


Attitudinal Categories and Factors*
School Community Relations
Voter involvement in, or alienation from the policy-making process
Educational
Voter agreement with their schools' program objectives
Voter agreement with their schools' expressed means of achieving program objectives
Fiscal
Voter attitude toward local revenues and their school officials' fiscal management
Contextual
Voter attitude toward national and state economic influences
Voter attitude toward general social influences
Social/Demographic Factors
Parental status
Age
Income
Education
Voting Preference in 1969 and 1977

* Adapted from Milstein and Jennings (1973)

DATA SOURCE, METHODS, AND PROCEDURES

Data were collected from a random selection of 800 voters in tax referendums in four Western New York suburban public school districts. The completed returns totaled 375, or approximately 47%. By selecting districts that were part of a previous school tax voting study (Milstein and Jennings, 1970) it was possible to derive data for analysis of change in school tax voting over time, 1969-1977. A modified version of the Citizens' Attitudes and Opinions Toward Education Questionnaire (Milstein and Jennings, 1970) was employed to measure the predictor variables (attitudinal and social/demographic factors) and the criterion variable (voting preference).

The question, "Was there consistency over time?" was posed for each of the study's six attitudinal and four social/demographic variables. The process for examining the research questions was accomplished in two steps. First each item, within its respective issue area, was treated as a single variable and cross-tabulated with voting preference by the total sampled populations for 1969 and 1977. Cross-tabulations were computed for the 1977 total sample by means of the subprogram CROSSTABS which produced frequencies, percentages and cross-tabulation results. As a second step, an analysis of consistency over time, 1969-1977, of attitudinal and social/demographic variables as they related to voting preference, was conducted by a visual comparison of 1969 and 1977 chi square significance statistics.

RESULTS

The results of data tabulations were analyzed to examine the influence of the above factors in school fiscal balloting and to assess whether these influences have changed over time, 1969 to 1977. The

results are presented according to the major categories described in the study's conceptual framework.

School Community Relations Factors

The perceptions voters have of school community relations (involvement with or alienation from the policy making process as operationalized by voters' perceptions of their board and superintendents' actions and activities) were found to be clear and pronounced determinants of voters' support or opposition of school tax requests. All analyses conducted evidenced a marked and over time consistent association between voters' attitudes toward school community relations and voters' choice in school tax elections.

Also, it is important to note that not only is voter alienation from or involvement in the policy making process related to voting direction but also that voter alienation has increased substantially from 1969 to 1977. Specifically, the data (table 2) indicate a majority of voters in 1969 expressing a sense of involvement with their schools. Whereas, in 1977, the majority of voters expressed a sense of alienation from their schools' policy making process. This trend of increased voter alienation and its relationship to voting decisions suggests that this factor should be considered a priority as to understanding the increasing lack of support for schools' fiscal requests.

Table 2 presents the data regarding voters' perceptions of the general activities of their board of education and superintendent by total samples over time, 1969 to 1977.

TABLE 2

RELATIONSHIP BETWEEN VOTERS' ATTITUDES TOWARD SCHOOLS' COMMUNITY RELATIONS AND VOTING PREFERENCE BY TOTAL (1969 and 1977)

Attitude Item	Voting Preference	Percent of Agreement 1969	1977	Difference 1969 -1977
1. The board of education keeps the community well informed about school matters	Supports	74	55	-19
	Opposes	49	35	-14
	P less than	.05	.05	
2. The board of education listens to citizens' suggestions about school matters	Supports	79	65	-14
	Opposes	53	30	-23
	P less than	.05	.05	
3. The board of education acts upon citizens' suggestions for solutions to school needs	Supports	68	49	-19
	Opposes	36	18	-18
	P less than	.05	.05	
4. The superintendent keeps the citizens informed about school matters	Supports	76	62	-14
	Opposes	48	34	-14
	P less than	.05	.05	
5. The superintendent listens to citizens' suggestions about school matters	Supports	83	52	-31
	Opposes	52	29	-23
	P less than	.05	.05	
6. The superintendent acts upon citizens' suggestions for solutions to school needs	Supports	66	59	-7
	Opposes	34	33	-1
	P less than	.05	.05	

Educational Factors

General Educational Quality

The quality of education in one's school district has often been stressed by school officials as a traditional campaign strategy to elicit voter support. The populations sampled in 1969 and 1977 expressed marked approval for the quality of their teachers and the general quality of education as compared to neighboring school districts. However, as operationalized in this study, these perceptions did not significantly influence voter decisions to support or oppose their school fiscal referenda.

Two items sought voters' perceptions about the relative "goodness" of their school system; quality of teachers and the quality of the general program. In both 1969 and 1977 approximately 95 percent of all respondents believed that their teachers were as good as teachers in neighboring school districts. The voters surveyed also felt that the education children received was as good as that received in neighboring districts, with 91 percent agreeing in both 1969 and 1977. The data support a conclusion that, despite consistent high relative voter satisfaction with their teacher's performance and the general educational program, there was no evidence of carry-over from satisfaction with general educational quality of the schools to voting decisions in school fiscal elections.

Table 3 presents the data regarding voters' attitudes toward their schools' general educational quality over time, 1969 to 1977 by supporting and opposing voters total samples.

TABLE 3

RELATIONSHIP BETWEEN VOTERS' ATTITUDES TOWARD THE QUALITY OF EDUCATION AND VOTING PREFERENCE

TOTAL SAMPLES - 1969 and 1977

Attitude Item	Voting Preference	Percent of Agreement 1969	1977	Overtime Percent of Net Change
1. Teachers in this district are as good as neighboring school districts	Support	95	99	+4
	Oppose	96	93	-3
	P	NS	NS	
2. The education children receive in this district is as good as that received by children in neighboring school districts.	Support	93	92	-1
	Oppose	95	89	-6
	P	NS	NS	

Educational Program Means

The study's results confirmed the proposition that voters stating agreement with their schools' means of achieving program objectives will be significantly more willing to support a school tax increase than voters expressing disagreement. Specifically, the results show voters' attitudes toward student discipline and patriotism as significantly associated with voting direction. Both majorities of supporting and opposing voters view these concerns as critical. Also of interest, the data showed that the concern for the teaching of patriotism and democracy has decreased from 1969 to 1977 while the concern for stricter student discipline reflects an increasing trend. This data coupled with recent Gallup poll results reflects a pronounced contemporary citizen concern for school discipline.

Table 4 presents the data regarding voters' attitudes toward their schools' means of program implementation over time, 1969 to 1977, by supporting and opposing voters total samples.

TABLE 4

RELATIONSHIP BETWEEN VOTERS' ATTITUDES TOWARDS EDUCATIONAL PROGRAM MEANS (VALUES TRANSMITTED) AND VOTING PREFERENCE, TOTAL SAMPLE: 1969 and 1977

Attitude Item	Voting Preference	Percent of Agreement 1969	Percent of Agreement 1977	Overtime Percent of Net Change
1. Schools in our district should be stricter in disciplining students	Support	60	71	+11
	Oppose	85	88	+3
	P	.05	.05	
2. Schools in this district should spend more time teaching values like patriotism and democracy	Support	61	50	-11
	Oppose	84	70	-14
	P	.05	.05	

Fiscal Factors

Voters' attitudes towards school tax increases and their schools' fiscal management evidenced a pronounced consistent over time determinant of voting decisions. In addition, school taxes and fiscal management were found to be the most salient influences upon voting decisions in school fiscal referenda.[2]

Also important to note is the trend of increasing tax resistance among school voters from 1969 to 1977. Specifically, both supporting and opposing voters reflect a trend of mounting tax resistance. Ninety percent of the 1977 opposing voters and eighty-seven percent of opposing voters in 1969 agreed that "the added tax would make their tax bill excessive." Tax resistance is not as high among supporting voters, however, it has increased markedly from forty-two percent in 1969 to fifty-eight percent in 1977. Hence, an important change has occurred. Namely, the majority of supporting voters now view the added tax as excessive. Several items within the school fiscal management category demonstrate that voters' attitudes toward their school officials' fiscal credibility associates significantly with voting choice. In addition, it is important to note that over time, 1969 to 1977, voters are expressing decreased confidence regarding their schools' fiscal management.

Table 5 presents the data regarding the relationship between voters' attitudes toward school tax increases and their schools' fiscal management as related to voting preference, on the part of the total sampled populations for 1969 and 1977.

TABLE 5

RELATIONSHIP BETWEEN VOTERS' ATTITUDES TOWARD SCHOOL DISTRICT FINANCES BY ITEM AND VOTING PREFERENCE

TOTAL SAMPLE 1969 and 1977

Attitude Items*	Voting Preference	Percent of Agreement 1969	Percent of Agreement 1977	Overtime Percent of Net Change
1. School district officials gave the best possible estimate about the tax increase that would result if the last referendum passed	Support	88	75	-13
	Oppose	39	24	-15
	P	.05	.05	
2. The added tax for the new school budget would make our school tax bill excessive	Support	42	58	+16
	Oppose	87	90	+ 3
	P	.05	.05	
3. The estimated cost of the proposed budget as stated by the school board is a realistic figure	Support	81	85	+ 4
	Oppose	26	23	- 3
	P	.05	.05	
4. The cost of the proposed budget is about right for school services for this district	Support	88	76	-12
	Oppose	28	24	- 4
	P	.05	.05	
5. This district spends too much money on educational "extras".	Support	18	12	- 6
	Oppose	70	58	-12
	P	.05	.05	

* These items within the school fiscal management scale are inclusive of: voters' attitudes towards school tax increases (item 2) and perceptions of their school officials' fiscal credibility (item 2, 3, 4 and 5).

Contextual Factors

Contrary to common views of citizens and many school officials, contextual economic and social influences were not found to be prime determinants of the increasing trend of school fiscal election defeats. Overall in this study, these factors did not affect voter behavior in the fiscal referenda surveyed.

The analysis conducted did not support the popular proposition that broader contextual economic problems have been "displaced" onto the schools because of voters' frustration at their inability to directly affect federal and state taxes. Although voters' viewed contextual economic conditions as related to citizens' willingness to support school fiscal requests, this did not evidence an association with voting decisions in either the 1969 or the 1977 samples.

Generally, contextual social influences displayed no significant relationship with school fiscal support or opposition. However, when assessed by single item analysis over time, two social issues showed an association with voting direction; namely voters' attitudes regarding the crimes by youth and law enforcement. Voters' attitudes toward the news media influence and public employee work stoppages did not carry over to school fiscal balloting.

Tables 6 and 7 present the data regarding the relationship between voters' attitudes toward contextual influences as related to voting preference, on the part of the total sampled populations for 1969 and 1977.

TABLE 6

RELATIONSHIP BETWEEN VOTERS' ATTITUDES TOWARD ECONOMIC ISSUES THAT AFFECT CITIZEN SPENDING WILLINGNESS AND VOTING PREFERENCE

	Attitude Item	Voting Preference	Percent of Agreement 1969	1977	Overtime Percent of Net Change
1.	Increasing costs of social welfare decrease the willingness of people to spend more for the schools of this district	Support	71	70	-1
		Oppose	81	73	-8
		P	NS	NS	
2.	The increasing cost of living in the nation influences people against spending more for education in our school district	Support	77	79	+2
		Oppose	85	79	-6
		P	NS	NS	
3.	Unless the state legislature provides more money for education, we will not be able to maintain our present level of education in this district	Support	59	64	+5
		Oppose	56	55	-1
		P	NS	NS	

TABLE 7

RELATIONSHIP BETWEEN VOTERS' ATTITUDES TOWARD CONTEXTUAL SOCIAL INFLUENCES THAT AFFECT CITIZENS SPENDING WILLINGNESS AND VOTING PREFERENCE 1969 and 1977

	Attitude Item	Voting Preference	Percent of Agreement 1969.	1977	Overtime Percent of Net Change
1.	The increasing number of crimes committed by young people lessens peoples' willingness to support the schools of this district	Support	25	32	+7
		Oppose	42	44	+2
		P	.05	.05	
2.	Lack of tough law enforcement influences people against spending more for education in this school district.	Support	15	18	+3
		Oppose	33	34	+1
		P	.05	.05	
3.	The news media (TV, radio, newspapers, etc.) present an unfavorable picture of young people which makes it difficult to increase support for our schools.	Support	47	34	-13
		Oppose	55	31	-24
		P	NS	NS	
4.	Work stoppages by public employees influence people against providing more support for the schools of this district.	Support	34	39	+5
		Oppose	39	34	-5
		P	NS	NS	

Summary Research Questions Results

All of the six attitudinal categories, as operationally defined, showed a consistent over time, 1969-1977, association with school tax voting. Specifically, voters who expressed positive attitudes toward school community relations, educational program means, and fiscal management were more likely to vote favorably on a school fiscal request than voters with negative attitudes. It is important to note that whereas voters were somewhat alienated from their schools' policy making process in 1969 they expresses increased alienation in 1977. How voters perceived educational program quality and contextual economic influences consistently evidenced no association with voting preference. Voters' perceptions of contextual social influences displayed consistent associations with voting preference. Two items (voters' perceptions of the increasing number of crimes and lack of tough law enforcement) showed a significant over time association and two items displayed no relationship with voting direction.

All of the social/demographic variables studied (parental status, age, income, education) showed consistency over time, 1969-1977, as they related to voting preference. The supportive social/demographic profile suggests an individual with children, higher income, younger, and higher education as most likely to favor a school fiscal request. Whereas, an individual most likely to vote no would be a nonparent, with lower income, older and lower education.

Data results relevant to the study's ten research questions are summarized in Table 8.

TABLE 8

SUMMARY OF THE DATA RELEVANT TO THE RESEARCH QUESTIONS RESULTS

	Research Question Issue	Significant in 1969 - 1977		Consistency Over time
Q_1	Was there consistency over time in voters' attitudes toward their school's policy making process as related to voting preference?	Yes	Yes	Yes
Q_2	Was there consistency over time in voters' attitudes toward their school's educational program objectives as related to voting preference?	No	No	Yes
Q_3	Was there consistency over time in voters' attitudes toward their school's educational program means as related to voting preference?	Yes	Yes	Yes
Q_4	Was there consistency over time in voters' attitudes toward local revenues and their school's official fiscal management as related to voting preference?	Yes	Yes	Yes
Q_5	Was there consistency over time in voters' attitudes toward economic influences upon people's willingness to spend for their schools as related to voting preference?	No	No	Yes
Q_6	Was there consistency over time in voters' attitudes toward social influences upon peoples' willingness to spend for their schools as related to voting preference?	Yes	Yes	Yes[3]
Q_7	Was there consistency over time in voters' parental status as related to voting preference?	Yes	Yes	Yes
Q_8	Was there consistency over time in voters' age as related to voting preference?	Yes	Yes	Yes
Q_9	Was there consistency over time in voters' income as related to voting preference?	Yes	Yes	Yes
Q_{10}	Was there consistency over time in the relative influence of voters' attitudes toward education as they relate to voting preference?	Yes	Yes	Yes

IMPLICATIONS

School Community Relations Factors

In light of the study's findings, school officials should reconsider the critical importance of citizens' perceptions of their actions and activities. The board and superintendent's communication with the community has much influence upon voting on school fiscal requests. Does the community perceive the board and superintendent as planning adequately, informing the community, listening to citizens suggestions and acting on citizens suggestions? Is the community aware of district policies and plans? Have citizens become involved in critical decisions (e.g. committees to assess the impact of decreasing or increasing enrollments)? Have their fears been listened to? Are they convinced of the need for a tax increase?

Extra efforts to involve citizens in the policy planning process appear imperative if schools are to decrease fiscal defeats. School officials may be advised to utilize more survey and action research to understand and respond to their communities. Improved school community relations seems to be a priority if school officials hope to reduce the mounting trend of school fiscal defeats.

Educational Factors

Voters' positive perceptions toward their schools' educational quality may not carry over to voting. However, negative attitudes are likely to increase negative voting. News publicity to maintain a positive public image of the quality of their schools is advised, but campaign efforts which focus strongly upon general educational quality would appear an ineffectual use of resources for influencing election outcome.

School officials who project a school image consistent with citizens' desires for stricter discipline and order may negate a bloc of voter opposition rooted in this attitude. The basic thrust should be to reduce this potential opposition by formulating, implementing, and informing the community of its discipline policies. The data also show that program concerns shift and must be constantly monitored. School officials should plan their campaign strategies considering the changing societal uses of education for discipline and patriotism and their potential influence upon voting direction.

Fiscal Factors

Considering the significance of fiscal factors upon tax balloting and the trend of increased tax resistance and reduced fiscal credibility, what are the implications for school administrators? School officials may be limited in their ability to directly reduce tax resistance. However, identifying and reducing other unresolved school issues should minimize tax resistance as a determining factor. Improving school officials' fiscal credibility should be integrated with school officials' efforts to improve school community relations and affirm citizens' sense that the schools will serve to uphold their values (e.g. regarding discipline). Improved efforts by the board and superintendent to more effectively present fiscal requests to potentially supportive voters is advised.

Contextual Economic and Social Influences

Overall in this study, contextual factors did not affect voter behavior in the fiscal referenda surveyed. The results did not support the popular notion that broader contextual economic problems

have been "displaced" onto the schools because of voters' frustration at their inability to directly affect federal and state taxes. Although voters' viewed contextual economic conditions as related to citizens' willingness to support school fiscal requests, this was not associated with voting decisions in either the 1969 or the 1977 samples. Contextual social influences displayed no significant relationship with support or opposition as hypothesized. However, when assessed by single item analysis over time two items did show an association with voting direction, namely voters' attitudes regarding crimes by youth and law enforcement.

There may be little that school officials can do to reduce this societal influence upon voting decisions. This may be an index of a firm negative voting influence. It may not be feasible to directly influence this voting bloc other than by general efforts to project an image of discipline and order in the local schools.

Social/Demographic Factors

The supportive voter social/demographic profile indicated an individual with school age children, higher income, younger, and higher education as most likely to support their schools' fiscal request. Considering this data, school officials should monitor and elicit their community's voting pool of likely yes voters. Census date collection and survey research should be used to systematically monitor a district's potential yes voters. Based on this knowledge an informed approach can be employed to court their most likely yes voters. This becomes increasingly important considering that many communities are experiencing a decrease in citizens with school age children and an aging voter population on a fixed income.

Summary

In conclusion, the study's results suggest from a practical perspective that vigorous efforts designed to stimulate maximum participation of likely school supporters combined with concerted efforts to manage voters' support of their district's policy making activities and fiscal credibility should form the foundation of an informed fiscal referenda strategy.

FOOTNOTES

[1]This is illustrated by an unpublished study of sixteen Oregon school districts from 1960 to 1970 (Bureaus of Governmental Research and Service, 1971). The results showed that in 1959-60 all districts passed their budgets on the first attempt. However, in 1970-71 the same districts required thirty-five elections to pass their budgets. A similar study (Goettel, 1971) assessed the proportion of budget rejections annually within New York State from 1965 to 1969. The results demonstrated a 1.7 percent rejection rate in 1965 and 20 percent in 1969.

[2]A multivariate examination of attitudinal and social/demographic school tax voting predictor variables over time, 1969-1977, indicated across districts and time, voters' attitudes toward their schools' tax increases and fiscal management as the most salient predictor of voting preference in school fiscal elections.

[3]Two items of the four within the Contextual Social Influence category evidenced significant differences consistent over time and two items showed no significant differences consistent over time. The two items shown as significant pertained to voters' perception of increasing number of crimes and lack of tough law enforcement and not significant pertained to news media and party control of the presidency.

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